EDCI 538.01W – CLASSROOM MANAGEMENT FOR TEACHERS COURSE

SYLLABUS: Fall 2016

August 29-December 16, 2016

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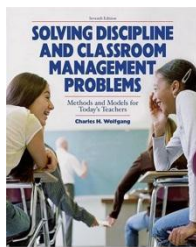**Assistance with course assignments:** Virtual office hours inside eCollege
University Email Address: Altheria.Caldera@tamuc.edu

COURSE INFORMATION

Materials – Text, Readings, Supplementary Readings

Wolfgang, C.H. *Solving Discipline and Classroom Management Problems, 7th* edition. John Wiley & Sons Inc., 2009.

Charles, C.M. *Classroom Management,* Custom edition*.* Pearson Education Inc., 2014.

 (Required)   (Required)

ISBN: 978-0-470-12910-4   ISBN: 978-1-269-760836

Course Description

A study of classroom approaches to effective guidance and discipline techniques. Ways of expressing anger without attacking self-esteem, setting limits without punishment, encouraging cooperation in the classroom and transforming schools into communities will be the focus of the course. 3 semester hours

Course Goal:

To help students build an appropriate system of guidance and discipline based on their philosophy of education.

Student Learning Outcomes/Objectives

This class is listed by the University as an early childhood/elementary education course and will enable students:

1. To foster pro-social behavior among children in the classroom
2. To build positive self-esteem within children
3. To apply principles and theories of guidance models
4. To use appropriate guidance techniques with children
5. To explain strategies associated with various classroom management styles
6. To develop communication skills among adults, children and families

- The learner will be an active and engaged participant in discussion forums by analyzing, constructing/creating, and evaluating information presented within the textbook, external readings/resources, student research, and class activities.

- The learner will demonstrate an understanding of the philosophy used in education by writing a classroom management project, highlighting the models and methods employed, and the appropriateness and effectiveness in the study of early childhood and elementary education.

- The learner will also demonstrate understanding of the course materials through objective examinations.

COURSE REQUIREMENTS

Activities / Assessments

This course is made up of a series of assignments and assessments to assist you in achieving the course and module learning objectives. Each day or week you will work on various combinations of assignments, activities, discussions, readings, research, and projects.

I.   Online Class Discussions: 40 points each (total 120 points)

Course Objective/Learning Outcome # 3: The learner will apply principles and theories of guidance models.

These online discussion topics will be available in the eCollege course shell until the assigned due date. In order to encourage full class participation, students will be required to post an initial discussion of at least 100 words to the assigned chapter topic and respond to another student's initial posting with at least 75-word response by the indicated due date. You are required to participate in weekly discussions that will be graded once every 5 weeks (3 times).

Discussion postings must be substantive or the student will not be given full credit. For example, "I agree. You are absolutely right" does not constitute a substantive response. In writing your discussion posts and responses, draw upon your required course readings, outside of class reading and viewing experiences, and personal experiences you've had as a teacher or student.

Note: There are several ways you can earn less than full credit (10 Pts.) on discussions but the three that occur the most include: (1) failing to meet deadlines, (2) posting less than minimum

. If you want to be successful and avoid any questions about how I will evaluate your work, make sure to post by the deadlines, enter <u>more than the minimum word requirements, and write with depth and thoughtfulness. </u>It's that simple.

Assessment Method: Discussion Rubric

II.   Online Quizzes: 10 points each

Course Objective/Learning Outcome # 3-4: The learner will apply principles and theories of guidance models and use appropriate guidance techniques with children.

There will be a total of 14 quizzes which will cover the required textbook readings and the content of the PowerPoint presentations. Chapter quizzes are to be completed online during the dates posted and announced in the syllabus. Each quiz is created from a question pool and each student will get a different set of 5 questions on each chapter quiz. Each *quiz* can be taken <u>once </u>and is timed for 15 minutes each. Grades are made available to students following the submission of the quiz. If you wish to review your answers, please make an appointment with the professor to do so. If you lose Internet connectivity during the quiz, log back in immediately and continue on with the exam. Save your answers often (after each answer). If you experience any issues while taking the exam, you must contact the *eCollege Helpdesk immediately* so that your issue is documented with a helpdesk ticket number. Then contact the instructor with your concern accompanied by the helpdesk ticket number. Considerations regarding quiz issues will be made by the professor on an individual basis based on the documentation provided. <u>You will have 14 quizzes, but I will drop the lowest two quiz grades for a maximum of 120 points.</u>

Assessment Method: Multiple-Choice

III.   Journal Articles Review: 30 points total

Course Objective/Learning Outcome #5: The learner will explain strategies associated with various classroom management styles.

The purpose of the article review is for students to become familiar with professional literature in classroom management.

For this assignment students are required to find two peer-reviewed, professional journal articles (newspaper or magazine articles are not acceptable) through the library databases that relate to classroom management in any PK-12 settings-early childhood, elementary, middle, or high school. Read the articles and write a review about what you read. The journal articles should not be more than 5 years old (2011 and newer). Include citations data as outlined in the form below.

Citation data requirements:

Author/s. Title of article. *Journal name.* Date, year, page numbers (beginning & end). DeVries, R & Zan, B. When Children Make Rules. *Educational Leadership.* September, 2003, 64-67.

The review should be a minimum of 2 pages in length, not including the title page and reference. Students are to cite the articles that they reviewed. No other citations are necessary. This assignment is due on the date listed in eCollege. In order to receive full credit,

the student will include all the required elements listed on the article rubric and present this in class on the due date. Use summaries and paraphrases rather than quotations. Short quotes (under 20 words) should be limited to one per page. No long quotes should be included. An article review is not just a summary. The review should include your appraisal of the articles.

Assessment Method: Journal Article Rubric
Due: Journal Articles Review
October 9, 2016, 11:59 pm

IV.   Classroom Management Webliography: 30 points total

Course Objective/Learning Outcome #4-5: The learner will use appropriate guidance techniques with children, and explain strategies associated with various classroom management styles.

Create an <u>annotated </u>webliography of useful web sites appropriate for this course. Select one web site for each category listed under Webliography in eCollege (*not previously chosen*). Fill in **all** entry data lines and describe the web site in a short paragraph.

Due: Webliography
October 30, 2016, 11:59 pm

Assessment Method: Webliography entries

V.   Classroom Management Project: 50 points total

Course Objectives/Learning Outcome #1, 2, & 6: The learner will foster pro-social behavior among children in the classroom; build positive self-esteem within children, and develop communication skills among adults, children and families through classroom management.

The purpose of the management project is to get students to think about past, present, and future classroom management methods and techniques used in the classroom. Students are to examine their procedures for handling problem behavior in the classroom in terms of what works and the effect of their practices in the classroom. Students are to identify appropriate techniques and methods that can be adapted for use in the classroom based on the *course* materials. Finally, students are to complete the project by using the project assignment rubric.

The paper should be a minimum of 2 pages in length. The paper should <u>not </u>contain quoted materials, except for interviews. The final report should be written in a professional manner; using standard paper margins and font size, and free of grammar and spelling errors.

Paper content and level of insight will count for 85% of the overall grade, while presentation and grammar will count for the other 15%.
Due: Management paper
December 11, 2016, 11:59 pm

Assessment Method: Classroom Management Project Rubric

Extra Credit Opportunities:

There will be no extra credit opportunities.

Grading
Grading in this class will include only points, no percentages, so that students can determine at

any time in the class where they stand. The grade book will be available through eCollege and students may access it at any time they wish.

WARNINGS

Attaching Assignments to the Dropbox

You are responsible for attaching the correct assignment to the Dropbox. Once you submit your assignment, you should always click on the Outbox to make sure the assignment is there. Also make sure the little document icon (symbol for an attachment) is showing. If you touch it with your cursor, the name of your document will appear. If you click on the icon, your document will open. Submitting an incorrect document, a blank document, a document that is not in WORD (DOC) or Rich Text Format (rtf), attaching assignments to the incorrect dropbox, or forgetting to attach the document is considered the same as failing to submit the assignment.

Have a Back-Up Plan

Technical issues cannot be used as an excuse for submitting late work except when the University is the cause and they are able to document that problem. For this reason, you should always have an alternative source ready to use if and when these emergencies arise, e.g., neighbor, relative, work place, public library, hotels and public buildings with Wi-Fi availability, etc.

FINAL GRADES

Grades will be determined as follows:

Course Evaluation	
Discussions	120 points
Quizzes	120 points
Journal Article	30 points
Webliography	30 points
Classroom Mgt	100 points
Grading Scale	
A = 90 – 100%	360 – 400 points
B = 80 - 89%	320 – 359 points
C = 70 - 79%	280 – 319 points
D = 60 - 69%	240– 279 points
F = below 60%	below 239 points

VIRTUAL OFFICE HOURS

Questions about course, syllabus, and assignments

Post all questions about the syllabus, requirements, or assignments in **Virtual Office** any time 24/7. I will respond as soon as I see them – typically within 24 hours. Do not email me about these issues. I will send it back and ask you to post your issues in Virtual Office. It is important to post in Virtual Office because (1) your concerns are probably concerns of other students and (2) my

response to your concern can be read by all other students. This saves me answering questions multiple times via email.

If you have a personal or confidential issue to discuss, email me directly at Altheria.Caldera@tamuc.edu.

TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology in your web- enhanced course.

The following technology is required to be successful in this course. Internet connection – high speed recommended (not dial-up) Word Processor (Microsoft Office Word – 2003 or 2007)
Access to University Library site
Access to an Email

Additionally, the following hardware and software are necessary to use eCollege:

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

ACCESS AND NAVIGATION

Access and Log in Information

This course will be utilizing eCollege to enhance the learning experience, eCollege is the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: https://leo.tamuc.edu/login.aspx.
You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

COMMUNICATION AND SUPPORT

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week. If you experience issues while taking your exams or at any other point, feel free to contact the support desk.

- **Chat Support:** Click on *'Live Support'* on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support

Representative.
- **Email:** online@tamuc.org to initiate a support request with eCollege Technical Support Representative.
- **Help:** Click on the *'Help'* button on the toolbar for information regarding working with eCollege
  (i.e. How to submit to Dropbox, How to post to discussions etc.).

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Policies

Attendance & Participation:

Course attendance and participation is one of the most important, yet underrated elements of a student's education. There are numerous elements that go into class participation:

1. Good attendance.
2. Relevant contributions to course discussions.
3. Reading assigned work and course material.
4. Polite and civil interactions with all members of the class ["All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Policies and Procedures, Conduct)].

Students are required to participate in online instruction. Recovering missed course content or assignment information is the responsibility of the student. Fellow students may provide notes for recovery of missed information. Reading assignments must be completed and any other assignments must be submitted prior to the stated date and time. Participation in online activities, including discussion groups and individual/small group assignments, is a component of attendance. Failure to prepare and participate effectively will negatively impact the learning processes devised for the class.

Assignments and readings:

Material from course assignments will not always be found in your text. Use of online discussions and class activities will be included in most course sessions. Please note that all questions on the examinations will be taken from the text, as well as the PowerPoint presentations, and discussions. Typically, you will be expected to read 1 or 2 chapters per topic. It is advised that you do not wait until the night before the exam to start the reading material. It is recommended that you stay current with chapter readings, and read the assigned chapter/s before each class session.

If you would like to review an exam, set up an appointment. If you are having problems in class, please talk to me immediately. I am better able to help you if you come to me early. Please understand that you should not come to me at the end of the semester, unhappy with your grade, asking for a way to change it. Grades will not be changed.

Late Assignments

Assignments are due on specific dates, as assigned. Assignments will be accepted after the due date with the exception of online discussion boards, and quizzes, which are NOT accepted late. A 10 % deduction will be applied to assignments 1 day late, and an additional 5 % for each day thereafter. For example, if an assignment is due by 11:59 PM on Sunday in the drop box of eCollege and is not placed in the drop box until 12:15 AM on Monday, there will be a 10 % deduction; if the paper is turned in on Wednesday the paper will start to be graded with a grade of 80%.

Withdrawal Policy

Every student has the right to drop the course without penalty until the drop-date. Students dropping the course during this period will be given a DP (drop while passing). A grade of DP is GPA neutral, but a grade of DF counts as an F on your transcript.

If you choose to stop attending class, you may be dropped from the course due to excessive absences. If you are not satisfied with your grade in the course and wish you to drop, it is YOUR responsibility to drop the course. Once a grade of DP or DF has been submitted, it cannot be changed.

A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled 'Drop a class' from among the choices found under the myLEO section of the Web page.

Student Conduct

All students are expected to conduct themselves in a professional manner at all times. You are adults and will be treated as such. Discriminatory, rude, and inappropriate language will not be tolerated in this class and students will be asked to leave or drop the class (these same rules apply for online discussions). If a student continues to act in the same manner during future classes, the instructor reserves the right to drop the student from the course.

Academic Integrity

Academic integrity is the pursuit of scholarly work free from fraud and deception and is an educational objective of this institution.

Texas A&M University-Commerce has explicit rules and regulations governing academic dishonesty and academic misconduct. As the University states, "All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." These policies are stated in detail in the Student's Guide Handbook. Each student is expected to read this document and abide by the contained policies. These university policies will be followed in this class. The minimum penalty for an act of academic dishonesty will be the assignment grade of 0 on the examination or homework assignment. The maximum penalty is expulsion from the University.

Texas A&M University-Commerce further does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

If you are unsure what constitutes plagiarism and how to avoid it. Visit the following websites:
http://www.plagiarism.org/
http://www.unc.edu/depts/wcweb/handouts/plagiarism.ht
ml http://www.indiana.edu/~wts/pamphlets/plagiarism.sht
ml

University Policies

Requests for Special Accommodations
Requests from students with disabilities for reasonable accommodations must go through the

Academic Support Committee. An individual instructor cannot decide to make accommodations for you without that Committee's approval.

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and
Services Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-
5835
Fax (903) 468-8148**
StudentDisabilityServices@tamuc.edu Student Disability Resources &
Services

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Carry

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.